# SKILLS GAP

Summary analysis of 30+ national, state and regional studies

Skills Gap = Mismatch

- Employers need skills the applicants don't have

- Applicants don't have the training or certifications OR want higher pay

- Results in:

  - Persistent job vacancies

  - Job seekers search longer to find work

  - Weak hiring due to lack of qualified applicants

  - Qualified applicants search for jobs outside the state
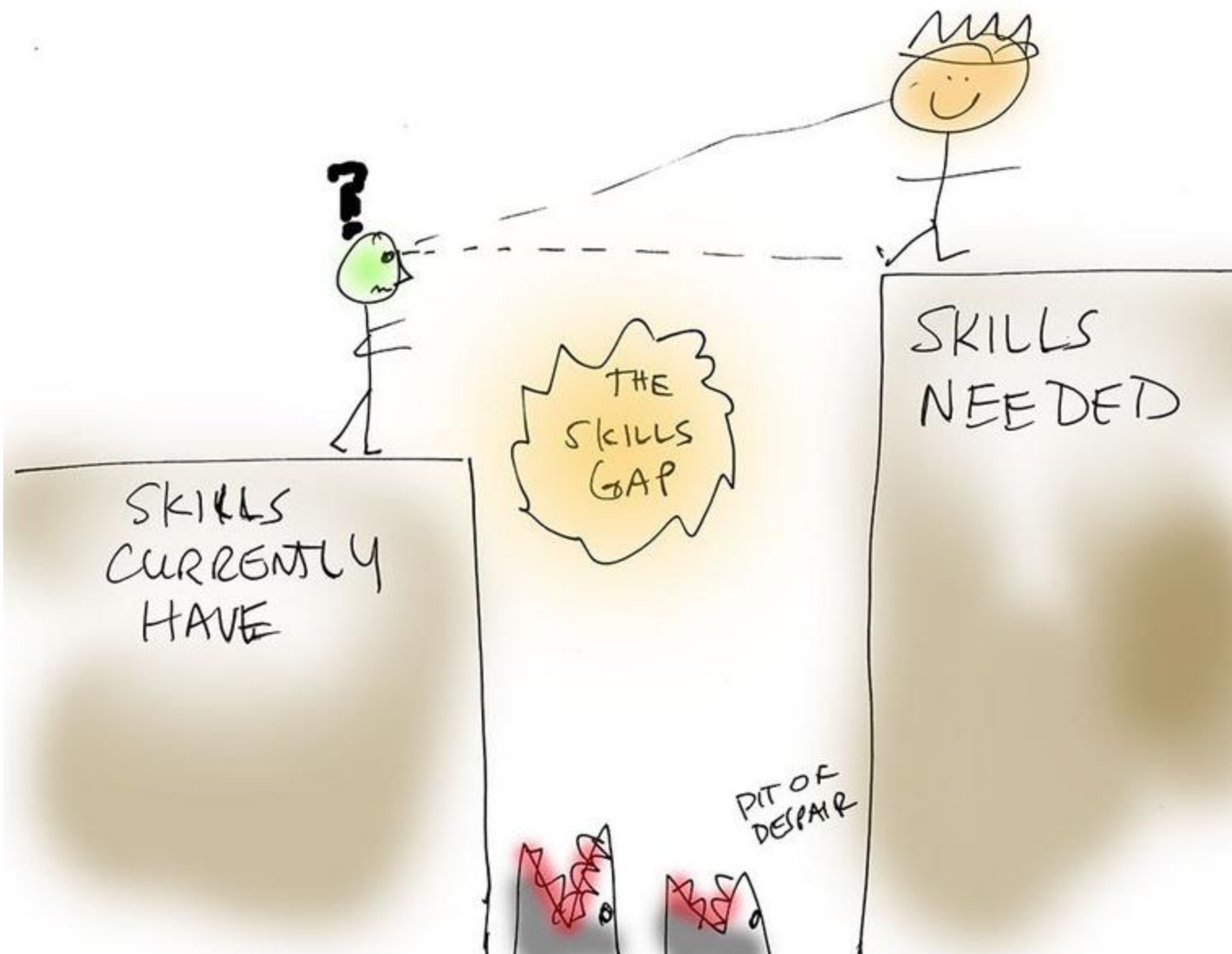
Google search: 43M Results

Employers say they need…

- Specific hard skills & professional certifications

- "Renaissance technicians"

- Post-secondary courses geared to industry needs

Missed opportunities
Slower to-market
Less efficient
Harder to compete

Soft Skills Missing, Too

- Flexibility and adaptability
- Interpersonal skills
- Critical thinking
- Problem solving
- Professionalism
- Drug free
- Dependability

Vocational and Technical Education

- Downplayed over many years
- CTE curricula typically don't offer many options that lead to well-paid work and simultaneously viewed as "less desirable" than academic curricula
  - CTE has recently undergone big changes – to be fully implemented this year
  - In past, poor student retention after first CTE class and students largely took non-high demand classes
- But college students often lack insight into how their studies can lead to productive career pathways

Why It Matters in Indiana

- Can't attract or grow high-tech and advanced-manufacturing industries when business say it's hard to find qualified workers in Indiana

- Unemployment likely to remain high as a result

The economic downturn led many firms to focus on productivity, trimming their workforces. They hesitate to hire unproven workers.

Workers with the right IT skills are hard to recruit in Indiana. Similarly, those with the right life-sciences technical skills.

Recommendations

- Close partnerships between industry, educators and students at all levels
- Involve business community throughout the talent-development pipeline
  - Curriculum development and delivery
  - Providing learn-by-doing opportunities (e.g., internships)

Employer's skills gap perception is affected by the amount of involvement in the education systems

Recommendations

- Earlier emphasis on career options (students just aren't seeing the connection of school to career path)

- Dual tracks of career readiness and college readiness, but with flexibility for students to pursue both

- Three Year CTE program – 2 years high school and year 3 post-secondary ending with industry-recognized credential

Indiana's K-12 CTE program has great untapped potential – use it to bridge the skills gap

Indiana College and Career Pathway Plan – State Model

Cluster: Manufacturing	Pathway: Advanced Manufacturing

Core 40 with Honors High School Graduation Plan*

*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;		Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Introduction to Advanced Manufacturing & Logistics	Computers in Design & Production or Intro to Engineering Design or Principles of Engineering		World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	** Advanced Manufacturing I			World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	** Advanced Manufacturing II			Fine Arts

State specified Pathway Assessment: Dual credit assessment from Ivy Tech or Vincennes University or MSSC assessment

Industry Recognized Certification: MSSC

Recommendations

- Provide context by integrating basic skills instruction *within* occupational programs helps students move from basic certifications to more advanced ones (Ivy Tech piloted five of these) – esp. for adult students

- Accelerate degree attainment with use of prior learning assessments (PLA), competency-based models and open courseware

PLAs would be particularly useful for returning veterans. WGU has had success in utilizing PLAs.

Recommendations

- Expand eligibility for financial aid for sub-baccalaureate degrees and part-time students

- Expand on federal OJT assistance programs

- Statewide Lifelong Learning Accounts programs
  - Set aside funds via payroll withholding for continuing ed, piloted in northeast Indiana from 2001 to 2007)

- Use longitudinal data to better understand and serve working learners

Monitor

- Monitoring skills gaps systematically without repeated, expensive surveying – LMI data-based skill modeling as an option

or

- Periodic job vacancy surveys to determine what jobs employers are seeking and planning to fill (short and longer term)

THE TIMES OF INDIA

INCLUDES 18 PAGES OF BANGALORE TIMES AND *14 PAGES OF GRIHAPRAVESH (*CITY AREAS ONLY)

HP launches huge skills initiative in India

Questions?